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ABSTRACT

Educators must become aware of the need for helping students overcome excessive television viewing and develop selective, purposeful television-viewing habits. This study provides information to help educators select and implement educational programs with these aims. Brief annotations of 77 research articles are organized under tne following topic headings: (1) Television's Effect on Children: Estabishing a Need for Moderate Viewing of Selected Television Programs; (2) Television's Effect in Relation to Viewing Time; (3) The Role of the School; and (4) The Role of the Home. A 10-page summary discusses the findings of the articles. It is concluded that excessive exposure to television hinders academic development and that, while the school can be an important influence in equipping children with the skills necessary to moderate the effects of excessive viewing, the family bears responsibility for encouraging students to view moderate amounts of selected television. It is recommended that elementary teachers provide students with a planned program to encourage moderate television viewing and inform parents of television's potential negative impact on children, that parents assume responsibility for supervising children's television viewing, and that researchers ascertain the most effective methods for developing discriminating consumers. A list of sources for materials and information on television viewing and a guideline for selecting television program for children are appended. (CB)

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AN ANNOTATED BIBLIOGRAPHY OF THE LITERATURE DEALING WITH THE IMPORTANCE OF ENCOURAGING ELEMENTARY STUDENTS TO VIEW MODERATE AMOUNTS OF SELECTED TELEVISION PROGRAMS

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INTRODUCTION

Television appears to have made a tremendous impact on most American children and adults. This is reflected by the following statistics:

> Ninety-six percent of adult homes have working televisions; 25 percent have two.
> The average set is on over six hours a day.
> By the age of seven, 94% of all youngsters are regular television viewers.
> Youngsters between the ages of six and eleven watch television on the average of three and a half hours a day.
> By age eighteen, the average youth will have spent the equivalent of two and a half uninterrupted years watching television - 45 percent more than he or she has spent in classroom education. (Finn 1980)

Finn's statistics reveal that television has earned its nickname of the "electronic pied piper." Children spend one-sixth of their time between birth and age eighteen viewing television. Time spent watching television exceeds that of every activity except sleeping. (Wagner 1980)

Research has revealed that educational development is threatened by the excessive viewing habits of today's children. Decline in writing skills (Kincheloe 1980), negative attitudes toward reading (Lehr 1981), and short attention spans (Larrick 1981) are but a few of the negative effects attributed to the inappropriate use of this medium.

STATEMENT OF THE PROBLEM

Television's potential adverse effect upon student's educational growth indicates that teachers should become informed of the negative impact which television viewing can have on children. Educators must become aware of the need for helping students overcome excessive and indiscriminate viewing in order to experience the positive features which television offers. They must also encourage students to become discriminating viewers through the development of selective, purposeful television viewing habits.

PURPOSE OF THE STUDY

Educators bear the responsibility of providing the major portion of formal education for children. As such, they are assigned with the task of selecting and implementing educational programs. The present study was undertaken to assist this endeavor. Ideally, the results of this study would be reflected in elementary instructional programs.

ORGANIZATION OF THE STUDY

The study will be divided into four major sections. The first portion will establish a need for encouraging students to view moderate amounts of selected television programs. The second section will address television's effect on reading and achievement in relation to the amount of viewing time. The

study's third segment will describe the role of the school by focusing on intervention strategies and programs developed as separate subjects or integrated within the existing curriculum. The effectiveness of intervention programs will also be addressed. The final section of the paper will examine the role of the home in encouraging proper television usage. The need for parental supervision of children's viewing and strategies for mediating the negative effects of television will be discussed.

LIMITATIONS OF THE STUDY

There appears to be a large body of opinion but a limited amount of research on the importance of encouraging students to view moderate amounts of selected television programs. It is believed that while further research would shed greater light on the topic, the existing evidence indicates that there is a need for developing discriminating television consumers.

ANNOTATIONS

TELEVISION'S EFFECT ON CHILDREN: ESTABLISHING A NEED FOR MODERATE VIEWING OF SELECTED TELEVISION PROGRAMS

King, William, "Taking a Look at Television," Television and Children, 4:57-66, Fall/Winter, 1981.

King reviewed research which focused on the topic of television. The author compiled the information in the form of quotes which revealed the studies' findings. Some of the quotes included: (1) "More Americans have succumbed to the lure of TV than any other electrical appliance." (p. 58); (2) "... the average high school student has spent over 15,000 hours watching television." (p. 58); (3) "The television set remains on 53 hours a week in homes of preschoolers; 43 hours a week in other households." (p. 58); (4) "... many young parents today who are themselves products of the first TV generation are permitting their children to become TV addicts." (p. 59); (5) "TV watching is still primarily an experience shared by family members." (p. 59); and (6) "Sixty percent of the junior high school students say they watch television before school. Seventy-five percent typically find it on in the afternoon when they return home and an amazing 70% regularly watch TV during the dinner hour." (p. 62)

Busch, Jacqueline S., "Television's Effects on Reading," Phi Delta Kappan, 59:668-672, June, 1978.

Five hundred and ninety-five students in grades two through twelve were the subjects of a study undertaken to determine television's effect on reading. Reading ability was determined through teacher evaluation and the California Achievement Test in Reading. Subjects completed questionnaires which focused on the number of hours spent watching television in relation to student's reading and parental reading and viewing habits. The study revealed that: (1) second and third graders watched thirty to thirty-five hours of television a week; (2) grades four, five and six were the periods of heaviest consumption with thirty percent of the students reporting an average of fifty hours of viewing per week; (3) parents supervised the television viewing of primary students more closely than any other age group; (4) fifty-seven percent of students in grades four, five and six reported they were permitted to watch television without parental supervision.

Browne, Louis A., "Television Uses and Gratifications Among Black Children, Teenagers and Adults," Journal of Broadcasting, 25:203-209, Spring, 1981.

The study was undertaken to examine patterns of television viewing and motivations for watching the medium. Four hundred and forty-nine black adults, teenagers and children completed questionnaires which focused on the amount of television viewing and the personal importance of the broadcasts. Results indicated that fourteen percent of the black children watched more than six hours of daily television while twenty-six percent watched more than eight hours of television. Over forty percent of the children also reported that watching television was one of their most important daily activities. "Nothing better to do" was the most dominant reason for their excessive viewing.

Lehr, Fran, "Television and Reading Performance," Reading Teacher, 35:230-232, November, 1981.

Lehr reviewed recent research which focused on the relationship between television viewing and academic performance. The author found that the viewing of television had the greatest effect on the development of reading skills. In addition, she summarized that: (1) reading scores decreased where television was introduced to communities which did not have access to television previously; (2) time spent engaged in reading and other activities declined with the introduction of television; (3) extensive television viewing resulted in negative student attitudes toward reading; and (4) academic performance, reflected by grades, decreased as viewing time increased.

Freeman-Towner, Rhonda J., What Research Says About the Effects of Television on the Reading Achievement of Elementary School Children, Educational Resources Information Center, ED 219 742, n. pub., n.p., 1981.

Freeman-Towner reviewed recent research which focused on the relationship between television viewing and reading achievement. The author reported that elementary students watched three to four hours of television each day. She found that students who viewed moderate amounts of television had consistently higher achievement scores. However, television viewing was negatively related to reading improvement over a two to three year period. Additionally, the author stated that television conditioned children not to read for enjoyment since the majority of the broadcast's references to reading were job related. Lastly, a negative relationship between viewing habits and work-study skills was reported.

Hornick, Robert C., "Television Access and the Slowing of Cognitive Growth," American Educational Research Journal, 15:1-15, Winter, 1975.

Two thousand two hundred and nine students were the subjects of a study undertaken to examine the relationship between television viewing and school achievement and intellectual growth. Achievement tests in content areas, general ability tests and basic reading skills tests were administered semi-annually for a period of two years. The scores were correlated with the television viewing habits of the subjects. Results indicated that television viewing had no effect on achievement in the content areas; however there was a negative relationship between television viewing and the growth of long-term reading skills and general ability development.

READING ACHIEVEMENT: TELEVISION'S EFFECT IN RELATION TO VIEWING TIME

Zuckerman, Diana M., Singer, Dorthy G., and Singer, Jerome L., "Television Viewing, Children's Reading and Related Class Behavior," Journal of Communication, 30:166-174, Summer, 1980.

Two hundred and eighty-two third, fourth and fifth grade students were the subjects of a four week study which examined the relationship between children's television viewing and reading ability, reading habits and school behavior. Parent logs, teacher logs and school records were utilized to compile the following information: demographic background; children's television viewing; parent's television viewing; number of television sets in the home; and parental limits on children's viewing. This information was correlated with reading scores, time spent reading, number of books read and school behavior. The results indicated that parental education, occupation, children's birth order, number of siblings, number of television sets, parent's television viewing and children's viewing were not significantly related to IQ, reading ability, reading habits or school behavior. Logs of viewing time revealed that the subjects viewed approximately two hours of television each day. These findings suggested that light to moderate television viewing does not interfere with the development of reading skills.

Neuman, Susan, and Prowda, Peter, "Television Viewing and Reading Achievement," Journal of Reading, 25:666-670, April, 1982.

In 1978-1979, the state of Conneticut studied almost eight thousand children to determine the percentage of students who had mastered basic skills and abilities which were taught at their grade level. Three of the assessment instruments used in this study were designed to measure overall reading achievement. Neuman and Prowda utilized this data to examine the relationship between television viewing and leisure reading performance. Results from administered questionnaires, correlated with the reading scores, revealed a negative trend in television's relationship to reading performance. Students who watched more than four hours of daily television scored lower in reading compared to those who viewed less television. Additionally, a relationship between television watching and leisure reading was found. Dislike of reading increased as the amount of television viewed increased. Neuman and Prowda concluded with the recommendation that television should be monitored to prevent excessive exposure.

Starkey, John D., and Swinford, Helen, Reading: Does Television Viewing Time Affect It? Educational Resources Information Center, ED 090 966, Nothern Illinois University, De Kalb, Illinois, 1974.

Two hundred and twenty-six fifth and sixth grade students were the subjects of a study undertaken to examine the relationship of television viewing habits to reading scores. The researchers found that the average weekly viewing time for girls was twenty-eight hours. Boys watched thirty hours of television each week. Starkey and Swinford reported a negative relationship between reading ability and amount of leisure time spent watching television. Good readers watched less television than poor readers. The authors also found that there was little parental supervision of television viewing. Only thirty-eight percent of the students stated that they were not allowed to watch some shows. No relationship was found between access to private television and viewing time or reading ability.

Larrick, Nancy, "Do You Have TV Interference?," Today's Education, 67:39-40,86, November/December, 1978.

Larrick stated that excessive television viewing interfered with school learning. The author supported this contention by citing research which revealed that excessive television viewing resulted in an over abundant use of the visual, affective, right hemisphere of the brain. This lead to children experiencing difficulty when they attempted to use the left hemisphere for reading and writing activities. Consequently, television trained students for right brain functioning while the schools geared their programs for left brain learning. Additionally, Larrick maintained that television created passive children who were intent on receiving rather than producing and who had no incentive to question. In answer to this problem, the author related that teachers must work with parents to "limit children's TV viewing and to help them experience the best in television." (p. 39)

Wagner, Lila, "The Effects of TV on Reading," Journal of Reading, 24:201-206, December, 1980.

Wagner reviewed recent research literature concerned with the relationship between television viewing, intelligence, academic achievement, interest in reading, creativity and critical reading. Wagner stated that, although experimental studies were limited and definite conclusions could not be drawn, the investigations revealed several effects of television viewing on children's learning. The amount of viewing time was negatively related to intellectual levels in that more intelligent children watched fewer hours of television and were more selective in their choices. Television viewing was negatively related to achievement. Students who scored in the lower fourth of their classes on the California Reading Test reported watching more television than pupils in the upper fourth. Students' interest in reading was increased when the literature related to a television program. Additionally, testing conducted on gifted elementary pupils indicated that creative abilities decreased when students engaged in three weeks of extensive television. Lastly, the fast-paced imagery of television contributed to the difficulty children experienced in making critical judgments on information.

Neuman, Susan B., Television Viewing and Leisure Reading: A Qualitative Analysis, Educational Resources Information Center, ED 214 106, Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, March 19, 1982.

One hundred and ninety-eight middle-class, fourth, fifth and sixth grade students were the subjects of a study undertaken to examine the relationship between students' preferences for reading or television viewing and the quality of their leisure reading material. Students were grouped in four categories: (1) Heavy Television - Heavy Reading; (2) Light Television Viewing - Heavy Reading; (3) Light Television Viewing - Light Reading; and (4) Heavy Television Viewing - Light Reading. The subjects were then asked to complete daily television and reading logs for a period of four weeks. The Gray and Rogers Maturity Scale was used to estimate the quality of the literature. Results indicated that students who preferred reading to television read the highest quality books. Heavy television viewers (three or more hours per day) and light readers (less than two books per month) chose books of lower quality in comparison to the other subjects.

Morgan, Michael, "Television Viewing and Reading: Does More Equal Better?," Journal of Communication, 30:159-165, Winter, 1980.

The study was undertaken to assess some of the relationships between reading and television viewing for a wide cross-section of socioeconomic levels. The subjects were six hundred and twenty-five students. Questionnaires were semi-annually administered to parents and students to determine the amount of time children viewed the television, how often students engaged in leisure reading and what types of materials they preferred to read. The California Achievement Test was used as an indicator of reading level and IQ. Results of the study revealed that students with lower IQ's watched more television and had significantly lower reading comprehension scores. Upon this finding, the author devoted further study to the relationship between amount of time spent reading and academic achievement. Results of this work revealed that students who viewed excessive amounts of television at an early age engaged in heavier reading during adolescence. However, heavy viewers (over five hours per day) tended to read teenage romances and books about movie stars, while light viewers (under three and a half hours per day) reported reading science fiction, mysteries and general non-fiction. Consequently, heavy viewers read more literature but the nature of their reading was qualitatively different and their comprehension was significantly lower.

ACADEMIC ACHIEVEMENT AND IQ. TELEVISION'S EFFECT IN RELATION TO VIEWING TIME

Fetler, Mark, Television and Reading Achievement: A Secondary Analysis of Data from the 1979-1980 National Assessment of Educational Progress, Educational Resources Information Center, ED 229 748, Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada, April 11-15, 1983.

The results of the National Assessment of Educational Progress (1979-1980) were used to study the relationship between achievement and television viewing. Characteristics used for analysis included: amount of television viewed on the previous day; native language; newspaper subscriptions; books and encyclopedias in the home and father's educational background. Information gained from student questionnaires correlated with test scores revealed that achievement was enhanced for daily viewing of up to three hours and decreased for viewing which exceeded four hours. Students for whom English was not the main language increased in achievement with viewing of up to five hours while three hours was the maximum of viewing time associated with increased achievement for those who reported using English in their homes. Decreases in achievement began at lower thresholds of viewer time when students did not have access to newspapers, encyclopedias and over twenty-five books at home. Lastly, students whose fathers graduated from college increased in achievement with up to three hours of viewing. Students whose father had not completed college increased in achievement with up to two hours, while decreased achievement was reported when viewing time was three or more hours. These findings indicated that moderate amounts of viewing were associated with improved achievement.

Williams, Patricia, Haertel, Edward H., and Haertel, Herbert J., "The Impact of Leisure Time Television on School Learning: A Research Synthesis," American Educational Research Journal, 19:19-50, Spring, 1982.

Data from twenty-three educational and psychological review articles, statewide assessments, national surveys, technical reports, books and papers was reviewed to determine the impact of television viewing on school achievement. The synthesized information revealed that there was a negative relationship between television and school learning. The examination also showed that the impact of television on achievement was dependent on the amount of television viewed. Television viewing of up to ten hours per week had a positive influence on achievement. Achievement diminished when viewing exceeded ten hours and became progressively worse as viewing time reached thirty-five to forty hours. Additionally, a greater negative relationship existed for television viewing for girls than for boys. Lastly, television viewing had a greater negative impact on student achievement for higher IQ ranges.

Rubenstein, Eli A., "Television and Behavior: Research Conclusions of the 1982 NIMH Report and Their Policy Implications," American Psychologist, 38:820-825, July, 1983.

The National Institute of Mental Health reviewed research which was published since the 1972 Surgeon General's Report on Television and Social Behavior. Rubenstein summarized the NIMH's report by highlighting the institute's conclusions. Some of the findings included the following: (1) violence on television lead to aggressive behavior in children; (2) young children were unable to follow plot lines or relate actions to final consequences; (3) heavy television viewing was negatively related to academic performance; (4) there was a need for increased emphasis on teaching students critical television skills; (5) pro-social behavior could be fostered by appropriate television viewing; and (6) parental intervention through discussion could positively influence the negative effects of viewing.

Guthrie, John T., "Research Views: TV Effects on Achievement," Reading Teacher, 36:732-734, March 1983.

Guthrie reviewed recent research which focused on television's effect on achievement. Guthrie stated that excessive viewing was not constructive for academic development. He found that: (1) negative associations were reported for reading, spelling, math and study skills; (2) total amount of viewing time altered television's effect on achievement with a small amount of viewing (one to ten hours per week) being associated with higher achievement than no viewing at all; and (3) the relationship between viewing and achievement was not influenced by residence in different areas of the United States, Japan or England. The author concluded that some television programs enhance academic development. However, precluding special arrangements, the majority of broadcasts did not promote cognitive growth.

Morgan, Michael, and Gross, Larry, "Television Viewing, IQ and Academic Achievement," Journal of Broadcasting, 24:117-134, Spring, 1980.

Six hundred and twenty-five middle school students were the subjects of a study undertaken to examine the relationship between television viewing, IQ and academic achievement. Information concerning television viewing, IQ ratings, achievement test scores and socioeconomic status was collected through interviews and school records. Correlations of the information revealed that television viewing and IQ were negatively related. IQ scores declined as viewing increased. Additionally, the correlation was larger for boys than for girls and for boys whose fathers did not attend college. It was also found that television viewing did not have a uniform relationship with all areas of achievement. Reading comprehension scores were most affected by television viewing. High IQ students who were heavy viewers scored low to medium on reading comprehension compared to high IQ, light viewers.

Ridley, Robyn, Cooper, Harris, and Chance, June, "The Relation of Children's Television Viewing to School Achievement and IQ," Journal of Educational Research, 76:294-297, May/June, 1983.

The study was undertaken to examine the relationship of children's television viewing to school achievement and IQ. Three hundred and twenty-two middle school students served as the subjects. Questionnaires were administered to children to assess their viewing habits and preferences. IQ scores (Lorge-Thorndike Inventory), math and reading grades were taken from school records. Results of the study revealed that the average number of hours of television was thirty-four. Other findings included: (1) reading grades were negatively correlated with the number of shows watched and the total hours of viewing; (2) higher math grades were associated with less viewing of mystery/adventure shows; (3) IQ scores were negatively related with the number of comedy and mystery/adventure shows watched; and (4) parents' supervision of television viewing was associated with higher IQ's and better achievement as reflected by school grades.

Gadberry, Sharon, "Effects of Restricting First Graders TV Viewing on Leisure Time Use, IQ Change and Cognitive Style, Journal of Applied Developmental Psychology, 1:45-57, 1980.

Thirty first grade, middle-class children were the subjects of a six-week study which examined the effects of limiting television viewing. Students were matched for age, sex, IQ and viewing habits and assigned to a restricted or unrestricted TV viewing group. Parents of the restricted group were advised to halve their children's viewing time and gradually limit viewing to a level acceptable to the family. Parents were also instructed in positive parent-child interactions which were conducive to improved school achievement. Parents of the unrestricted group were advised on positive parent-child interaction but did not limit viewing. Results of the study revealed that restricting television enhanced cognitive growth. Performance IQ scores, ratings on Matching Familiar Figures and amount of leisure reading increased for the subjects in the restricted television group.

THE ROLE OF THE SCHOOL

THE SCHOOL'S RESPONSIBILITY FOR ESTABLISHING TELEVISION EDUCATION

Brown, Don W., "Reading TV: Today's Basic," Educational Leadership, 36:216-218, November, 1978.

Brown stated that literacy that was limited to print reading was inadequate for today's children. He maintained that since television was here to stay, educators must develop a television literacy which demands a "studied, calculated, integrated activity of the highest intellectual order." (p. 217) Brown stressed the need for moderating the negative effects of television through guided, structured use of the medium. He maintained that while television script reading and relating programs to school subjects were constructive television activities, they were inadequate for the development of true television literacy. The author then compared television literacy to directed reading activities as an example for television instruction. The author concluded with the challenge for teachers to lead the way and channel the medium for the mutual benefit and well being of all.

Ward, Donna L., "Make Commercial TV Work for You," Audiovisual Instruction, 24:44-45, March, 1979.

Ward declared that schools must assume the responsibility for helping students develop the skills which were necessary to understand television programs and maximize the benefit of viewing the medium. She then discussed a curriculum for television that contained key elements found in the development of critical reading skills. Ward maintained that the program's success was dependent on two key features: parental involvement and the taking of active measures to improve television programming. The author recommended that educators should help parents regulate their children's viewing and encourage them to become discriminating viewers.

Foster, Harold M., "Teaching Television Literacy," English Journal, 70:70-72, December, 1981.

Foster proclaimed that educators face a great challenge in teaching their students how to cope with television. Furthermore, the author maintained that education was the only means by which students would elect to view moderate amounts of selected television with understanding and appreciation. Foster then offered teacher tested suggestions for developing a television education curriculum. Ask students to engage inpanel discussions, reviewing recommended television shows. View short films and have students evaluate the worth of it.

Robbins, Maria, "Schools and the Power of Television," Today's Education, 69:48-53, September/October, 1980.

Robbins interviewed Terry Herndon, former National Education Association Executive Director, on the dangers of television viewing for children and the medium's potential benefits for education. Herndon stated that it was "absolutely essential that we find ways to increase the ability of children to use television selectively and view it critically." (p. 49) He further related that schools must help children develop a "disposition toward critical thinking, an ability to evaluate alternatives, and a habit of consciously making decisions rather than passively accepting the messages delivered by this pervasive medium." (p. 50) Herndon asserted that television viewing could be both constructive and destructive. Therefore, parents and teachers must help children choose programs wisely and assist them to make constructive decisions about using their time.

CRITICAL TELEVISION VIEWING SKILLS

Finn, Peter, "Developing Critical Television Viewing Skills," Educational Forum, 54:473-482, May, 1980.

Finn briefly reviewed television viewing statistics and the deleterious effects of intense viewing and discussed three interventions used to combat television's impact. The first approach focused on altering television's content through persuading executives to change the types of programs offered and the content of existing ones. The second approach was to influence people to eliminate viewing the medium. The last approach was to provide citizens, through education within the schools, with the skills to critically view the medium and make judicious use of their viewing time. Finn stated that the promotion of critical television skills among students was the most desirable approach because it was "educationally sound, methodologically feasible and eminently cost-beneficial." (p. 478)

Potter, Rosemary Lee, "USOE Project: Critical Viewing Skills," Teacher, 96:30-32, April, 1979.

Potter stated that the United States Office of Education had recently awarded contracts to elementary and secondary schools to develop curriculum materials which fostered conscious television viewing habits in children. Some specific objectives of the program included: "make judicious use of viewing time; understand the psychological implications of watching television; maximize the potentially positive learning opportunities for the medium; and to reduce undesirable consequences of TV viewing." (p. 30) An important characteristic of the proposed programs was active parental involvement. The materials are going to be nationally distributed after extensive field testing.

Lloyd-Kolkin, Donna, "Teaching Students to Become Critical Television Viewers," Journal of Education Television, 8:99-108, January, 1982.

Lloyd-Kolkin described the U.S. Office of Education's critical television viewing skills to become more discriminating and thoughtful television viewers. The elementary school project consisted of read-aloud fairy tales which illustrated the relationship between television and reality. The middle school project focused on television's relationship to language arts. Reading/observation skills, critical/judgmental skills, composition skills, listening skills and media interpretation skills were stressed at this level. The secondary school curriculum consisted of seven units which developed four critical television viewing skills: (1) evaluate and manage one's television viewing behavior; (2) question the reality of television programs; (3) recognize persuasive arguments and counter-argue; and (4) recognize the effects of television on one's own life and the lives of others. The post-secondary project contained modules for television literacy, persuasive programming, entertainment programming and informational programming.

Withrow, Frank B., "Why We Need Critical Viewing Skills," Today's Education, 69:55-56, September/October, 1980.

Withrow described the United States Commissioner of Education, Ernest Boyer's work with the Center for the Book of the Library Congress to develop programs which focused on the development of critical viewing skills. Withrow stated that the primary objective of the programs was to create "heightened awareness of the choices television offered to people of every age." (p.55) The objective was based on the premise that everyone could become a critical viewer and use the medium selectively. Accordingly, the author proposed programs at the elementary, middle, secondary and post-high school level. Elementary children would be taught that television distorts the real world. Children at the middle level would learn to "establish priorities on the quality and quantity of their TV viewing." (p. 55) Secondary level students would concentrate on alternatives to viewing and learn to analyze television. Withrow concluded that the Department of Education's approach in designing critical viewing programs was a nondirective program which assisted individuals to take control of their viewing habits.

Wimmer, Roger D., "Students as Active Viewers of Television," Communication Education, 28:147-150, May, 1979.

Wimmer developed a classroom activity designed to "help students become more critical viewers of television." (p. 147) The author maintained that the exercise would help students become active consumers of the medium. The activity was designed for high schol students but could be modified for upper elementary students. The "Student as Programming Executive," activity contained a ten category evaluation list which asked students to predict whether specific series' would prove successful. Some of the characteristics used for predictive purposes included: spin-off production; character quality; similarity to successful programs; setting or time period; audience attraction; reflection of current trends; predictability of program; promotional campaign; program competition; and miscellaneous factors. Wimmer concluded that the oral and written activities encouraged student involvement in television viewing and resulted in deeper student awareness of program content.

Kahn, Linda, "A Practical Guide to Critical TV Viewing Skills," Media and Methods, 16:90-92, October, 1979.

Kahn stated that "purposeful television viewing can enrich rather then compete with traditional teaching resources." (p.32) She then highlighted two specific curriculum approaches which utilized television as an integral part of education. The One Concept/Many Programs approach was useful for the development of critical television viewing skills. Students watched a number of different programs from a teacher made list and compared the treatment of a broad topic. The One Program/Many Topics approach focused on a specific television series. Characterization, theme, conflict and resolution were some of the subjects addressed. The author stressed that flexibility was the key ingredient of success. Programs must be suggested which fit into student's schedules and which will acommodate family viewing preferences. In addition, all types of the media must be utilized; specials, regular series, cartoons, commercials and news must be integrated into the program.

Anderson, James A., "The Theoretical Lineage of Critical Viewing Curricula," Journal of Communication, 30:64-70, Summer,1980.

Anderson described some of the skills which could be taught in a critical television viewing curriculum. He divided the skills into four major areas: (1) "intervention" in which students were taught to recognize negative portrayals of social behavior and ways of interpreting these portrayals; (2) "goal attainment" in which students learned to recognize their motives for watching television and developed personal standards which would guide the selection of television programs; (3) "cultural understanding" which sought to establish the concept that television was one element of many which could be utilized for entertainment; and (4) "literacy" which instructed students in the symbols, grammar and techniques of visual communication. The author concluded by stating that instruction must be based on developmental needs. Furthermore, he related that curriculum development was contingent on three forces: (1) committment by state officials to provide the necessary time, space and financial resources; (2) production and marketing of textbooks and instructional materials; and (3) pre-service and in-service training for educators.

Ploghoft,Milton, "The Argument for TV Viewing as a Language Arts Skill," Media and Methods, 17:27-30, October, 1980.

Ploghoft stated that many teachers asserted that the basics took up so much time that a television curriculum could not be accommodated. In answer to this, the author maintained that critical viewing skills were "basic" in the sense that they were fundamental to language development. Vocabulary, attentive listening, visual discrimination skills and logical sequence of events were essential skills for reading and for effectively utilizing television content. Therefore, we should be able to develop critical viewing programs without being accused of neglecting the basics. The author stressed that we should avoid treating televsion education as only a means for improving reading. It was a medium which deserved and required educational attention in its own right. Ploghoft concluded that "the future of TV viewing skills in the schools will rise or fall to the extent that these skills are understood and accepted as basic elements in total language proficiency." (p. 30)

Abelman, Robert, "The ABC's of TV Literacy," Television and Children, 6:45-49, Winter, 1983.

Abelman related that in recent years, educators have turned to systematic, comprehensive, curricula packages in an attempt to guide the amount and nature of children's television viewing. While this was noteworthy, the author stressed that many of these programs would not result in learning that was transferred to children's everyday viewing situations because they were not geared toward children's cognitive sophistication and communicative abilities. Consequently, the author offered suggestions to aid in the selection and application of television oriented materials: (1) examine the track record of the programs and the characteristics of the students for whom the programs were developed to ascertain whether the materials would be appropriate for students; (2) review the media experiences of students to determine if students possess the cognitive skills necessary to appreciate and apply new information; (3) review the goals of the program to determine if they correspond with general instructional goals; (4) determine if the materials are flexible for a variety of teacher uses; and (5) examine the role of parental involvement to determine if it is congruent with parents' willingness to participate.

Sirota, David R., The Development of Critical Television Skills in Students: Proceed With Caution, Educational Resources Information Center, ED 175 417, Institute of Film and Television School of Arts, New York University, New York.

Sirota declared that while educators have a responsibility not to ignore television's influence on children, they must proceed with caution when developing critical television viewing skills. Care must be taken in considering whether the program should be integrated into content areas or as a separate course of study. Additionally, it would be difficult to assist students to shift from passive viewers to critical viewers. Both students and teachers would be asked to change a "way of life" and begin to actively probe a medium that has been used in an undemanding fashion. Lastly, extensive training would be needed to prepare teachers in media criticism. The process of implementing critical television skills must be approached cautiously as it would require a reenculturation process for teachers and students.

ACTIVITIES AND STRATEGIES INTEGRATED WITHIN EXISTING CURRICULUM

Rankin, Pauline, and Roberts, Charles, "Television and Teaching," Reading Teacher, 35:30-32, October, 1981.

The authors stated that educators should stop criticizing television and accept the challenge to utilize the medium for student learning. Accordingly, specific ideas were presented for using television as a springboard for instruction: (1) teach written skills through assigning essays about favorite programs; (2) view programs without the sound and have students create the dialogue; (3) use videotapes as sources for collections of descriptive adjectives and adverbs; (4) discuss the occupations of characters and form a unit on current and future job markets; (5) make charts and graphs of personal television viewing, types of programs and frequency of commercials; and (6) increase vocabulary through lifting sentences from favorite programs and identifying the unfamilar word through context. Rankin and Roberts concluded that in addition to vast curricular applications, television provided an excellent means for developing analytical and evaluative skills.

Steenland, Sally, "An Activist Approach to Critical TV Viewing," Media and Methods, 15:22-25, October, 1978.

Steenland asserted that "TV education is basic education; it enables individuals to have control over their lives and have impact on institutions in an increasingly complex technological world." (p. 25) Accordingly, the author maintained that television education should be taught throughout the grades. The major focus should be the development of critical awareness in students in regards to television structures, messages and influences. Steenland stated that the program should create an audience of people who use television selectively, analyze their reactions and act in accordance. The author then offered four suggestions for integrating television education into current programs: (1) encourage students to complete two-week charts in order to develop awareness of their viewing patterns; (2) have students monitor television since it forces students to concentrate and results in purposeful viewing; (3) visit a local television station for students to discover the realities of broadcasting; and (4) discuss television issues in relation to the First Amendment by focusing on topics concerning government regulation of programming, censorship and how to effectively voice your criticisms.

Winnick, Mariann P., and Wehrenberg, Judith S., Children and TV: Mediating the Medium, Washington D.C., Association for Childhood Education International, 1982.

The authors stated that it was essential for educators to understand television and the role it played in the development and life of the child. Accordingly, Winnick and Wehrenberg provided a summarization of television's importance in the lives of children in relation to specific age groups. The authors then presented descriptive lessons within a Piagetian framework, which were designed to encourage children to become "thinkers" in regard to television programs. The Piagetian process activities were developed for the pre-operational and concrete operational stages. Each lesson contained a format guide which included the following information: (1) Piagetian development stage; (2) Piagetian operational function; (3) curriculum area; (4) proposed activity and its purpose; (5) types of television programs suited to activity; (6) materials needed; and (7) activity directions. The work concluded with a call for involvement and cooperation of parents for using television viewing as a learning activity. Suggestions for planning parent workshops and parent study groups were provided to assist teachers with this endeavor.

Shorr, Jon, "Basic Skills of TV Viewing," Today's Education, 67:72-75, April/May, 1978.

Shorr stated that television awareness and coping skills should be taught at every grade level. The skills could be integrated into content areas or taught as a separate subject. The author recommended that a comprehensive television program should include the following: (1) prepared students to cope with television by familiarizing them with the symbols, grammar and techniques of visual communication; (2) helped students understand the nature of television, the medium and the industry; (3) assisted pupils in the development of critical viewing skills; and (4) taught students effective measures for taking action when deemed necessary. The author concluded that writing letters of criticism and praise, reading reviews to determine what should be watched and posting recommended shows, were but a few of the activities which could be used in instructional programs to teach the basic skills of television viewing.

Stecher, Judith, "TV as a Two-Way Street in Learning," Teacher, 94:46,48,50,52, November, 1976.

Stecher stated that television could be a valuable stimulus to language expression. The author maintained that the more we taught children about the medium, the better they could use it consciously as a source of information and entertainment. Consequently, Stecher suggested activities which employed student interest in television to build language skills, brought about the realization that television was not a mysterious creation and emphasized that oral and written expression were vital elements of the medium. Some activities included: (1) encourage students to write fan letters to television personalities and notes of praise or criticism to program sponsors; (2) visit a local station to watch a show being produced; (3) utilize current scripts for vocabulary development, dramatizations,slang and recognition of parts of speech; (4) develop a television interest center containing articles about programs, quizzes about programs, TV Guides to assist students to plan their viewing and books which relate to television viewing.

Potter, Rosemary Lee, "TV Week: A Special Program of Events," Teacher, 96:36-43, January, 1979.

Potter described a five day unit for intermediate students which dissipated some of the glamour and enchantment surrounding television. On the first day, students viewed television commercials and discussed propaganda and selling techniques. Careers in television was the subject of the second day. Technicians, administrators, sports editors, camera operators, floor managers and actresses in locally produced programs were invited to the classroom to discuss their work. On the third day, students visited a television station in order to tour the facilities. Values was the subject of the fourth day. Students selected favorite programs and then discussed the reasons why the shows were chosen. On the last day, students prepared skits dramatizing the concept learned during the week.

Potter, Rosemary, Lee, "How Schools are Using TV: A Sampling of Approaches and Material," Media and Methods, 17:31-33, October, 1980.

The author stated that while television was still viewed as an adversary to education, script reading, tie-in-books and basic lessons were three significant school uses of television. Script reading taught children essential vocabulary, comprehension and analysis skills while providing powerful motivation to read. Tie-in-books also motivated reading and provided material for teaching skills. Lastly, television based lessons provided for the development of varied skills. Children studied plot and characterization through commercial programs. Advertisement analysis, producing commercials, monitoring news broadcasts and graphing the results were listed activities. Critical viewing skills programs and television literacy packages were addressed as successful programs which sought to turn television into an ally of education.

Potter, Rosemary Lee, "Live From Your Classroom," Instructor, 41:34-36, May, 1982.

Potter stressed that many teachers were unaware of the positive qualities of television and were unskilled in using the medium as a powerful instructional tool. In answer to this need, the author summarized how seven school districts used television programs for positive student growth. Television was successfully used to develop comprehension skills and identify main character, conflict and plot. Critical viewing of television was promoted through requiring students to evaluate and critique favorite programs. Television script reading followed by television presentations resulted in increased viewing of quality productions and more responsible viewing. Lastly, student production of videotapes for local and national networks was discussed.

Potter, Rosemary Lee, "Students React Once More With Feeling," Teacher, 97:44-52, October, 1979.

Potter described teacher tested lessons which utilized television to help students interpret mood and emotion. The lessons focused on three points: (1) all humans experienced feelings; (2) stories stirred feelings; and (3) television could cause people to feel and awakened their emotional awareness. The lessons began with the introduction of a Television Feelings Monitor Chart which helped students develop an awareness of how emotional events were shown and what their potential was to make viewers feel sympathy. Author intent was then studied. Identification with specific characters, monitoring for caring and love, discerning patterns of emotional content and recognizing emotional content were other suggested activities.

Potter, Rosemary, "Using TV Reference Materials," Teacher, 94:80-81, December, 1976.

Potter interviewed fifty first through sixth grade children to determine knowledge and use of television reference sources. Results revealed that one fifth grade child used TV Guide for scheduling information, no pupils used reference materials to select programs and few students were knowledgeable about the information the guides contained. In answer to this need, Potter developed lesson plans to acquaint children with television reference materials in the hope that students would use the guides for better program selections. Television previews, guides and newspaper schedules were introduced in the classroom. Activities were then planned which taught students to interpret the symbols and special terms encountered in the materials. This was followed by students constructing their own guides which contained program descriptions and a rating based on their own criteria. Lastly, lessons were constructed which helped children become aware of their viewing habits.

Ittelson, John C., Prime Time School Television, Educational Resources Information Center, ED 144 565, Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, Miami, Florida, 1977.

Ittelson described the activities and services offered by the Prime Time School Television, an organization dedicated to helping parents, teachers, media specialists and administrators utilize prime time television programs in everyday teaching-learning situations. PTST encouraged teachers to recommend and utilize evening television programs in their classrooms. Family viewing was also encouraged in order to stimulate activities and discussions in both the home and school. To help parents and teachers with this endeavor, PTST distributed materials for outstanding television programs. PTST also developed Core Programs which focused on specials and unusual television events, Series Program Guides for regular series and Curricular Units which focused on current issues. Guides listing popular movies to be televised were available. Instructional packages which accompanied the films were given to members of Prime Time School Television or subscribers to Media and Methods.

Kahn, Linda, "The Big Picture: NEA Involvement," Today's Education, 69:64-65, September/October, 1980.

Kahn reviewed the National Education Association's and its state and local affiliate's projects which were designed to develop constructive and creative programs which promoted the educational use of commercial television. The projects were grouped under four major headings: use of specials; reading projects; critical television viewing skills curriculum projects; and parent/teacher workshops and community projects. The NEA previewed and evaluated broadcasts in the NEA Reporter, in order to give teachers the opportunity to recommend quality programs. Teacher/viewer guides accompanied the recommendations. One stae affliliate of the NEA distributed scripts of selected programs with teacher materials for classroom use. Additionally, many teachers training workshops were offered nationwide to demonstrate how television could be linked to academic skills. Parent/teacher workshops were developed to increase parental awareness that they possessed the ability to influence their children's excessive viewing. Worksheets on planning after school and weekend activites were available. Kahn concluded that the NEA's deep involvement in television viewing programs reflected the belief that the medium could serve as an instruction tool that worked to the educational advantage of students.

Quisenberg, Nancy, "Are You Really TV Aware?," Instructor, 87:82-85, May, 1978.

Quisenberg described the TV-Aware Workshop developed for teachers at Southern Illinois University for in-service training. The workshop reviewed the major agencies and forces which shaped commercial television and exposed teachers to current popular programs. The participants analyzed six areas in which viewing could reult in positive learning. They included: fantasy/reality differentiation; emotional/attitudinal development; modeling; aggression; pro-social behavior; and stereotyping. It was hoped that exposure to the materials and information would result in increased awareness of the program content which could be used for positive learning reinforcement. It was also hoped that teachers would use the information and provide parents with recommendations for quality programs and suggestions for appropriate time limits on viewing television.

EFFECTIVENESS OF INTERVENTION PROGRAMS

Gill, Nancy, "TV and Kids: What One Teacher Has Done," Learning, 8:46-47, October, 1979.

Gill conducted a survey of her fourth grade students' viewing habits and found that her pupils viewed ten to twenty hours of television from Friday evening until Monday morning. She then conducted an experiment to determine if her students could reduce their excessive viewing habits. Students would attempt to not watch television for an entire weekend. Results of the study revealed that seventy-five percent of the students were successful. Students reported that they had more fun with their parents than they usually had when they watched television. Students also commented that television was boring when it was compared to outside activities. Pupils did agree that some shows were worth watching but excessive viewing prevented participation in many stimulating and enjoyable activities.

Singer, Dorthy, Zuckerman, Diana M., and Singer, Jerome L., "Helping Elementary School Children Learn About TV," Journal of Communication, 30:84-96, Summer, 1980.

The study was undertaken to develop, implement and evaluate eight lessons which taught students to understand television and encouraged them to be aware of their viewing habits and how they could control them, and what measures they could take to influence networks, producers and local stations to televise more quality programs. Two hundred and thirty-two third through fifth grade children served as the subjects of the four week study. Pre-tests, lessons and post-tests were conducted in order to assess the effects of the lessons on the knowledge and attitudes toward television. Results of the study revealed that students could be effectively taught about the medium. Children in the experimental group learned more vocabulary words, became more perceptive about violence and their comments revealed that they realized they could be "in charge" of their television viewing. In addition, television logs indicated that the experimental group's weekly television viewing decreased to a mean of fifteen hours.

Braverman, Marc, The Roles of Attention, Instruction and Medium-Related Skills in Children's Television Viewing, Educational Resources Information Center, ED 207 491, Paper presented at the Annual Convention of the Association for Educational Communications and Technology, Philadelphia, Pennsylvania, April 6, 1981.

Fourth and fifth grade students were the subjects of a study undertaken to determine the degree to which processing capability was mediated by one's attention to set and whether instruction was necessary for correctly receiving certain types of information. Students in the treatment goup received instruction on pictorial elements and characterization. Children in the control group engaged in television related activities but did not study the communication aspects of television. Timed verbal and spatial ability tests served as pre-tests and the post-test was a videotape followed by a multiple choice test on story comprehension, characterization and understanding of visuals. Results revealed that scores on the pictures subtest were improved by instruction but scores on the characters subtest were not significantly improved. Directing student's attention did not raise the pictorial or characterization scores. This indicated that children need pictorial instruction in order to comprehend that information.

Mangieri, John N., and Arthur, Sharon V., Listen to Television, Educational Resources Information Center, ED 172 240, Paper prepared at the University of South Carolina, Columbia, South Carolina, 1978.

Subjects of the study were three third grade classrooms. The purpose of the research was to determine the effect of guided television viewing on listening skills. The listening section of the Durrell Listening-Reading Series served as the pre-test. Students were assigned to three groups: (1) received no treatment; (2) received daily listening lessons from the SRA Listening Language Laboratory; and (3) received guided television viewing in which teachers used questions to motivate student interest and monitor television comprehension. The listening segment of the Durrell Series was readministered to all groups. The scores revealed that students who received listening instruction and guided television scored higher than the students in the control group, with the guided television subjects scoring significantly higher than the listening instruction group. The students in the television viewing section also scored in the superior range on the paragraph section of the Durell Listening-Reading Series

Crowell, Doris C., "Educational Technology Research: Should We Teach Children How to Learn from Television," Educational Technology, 21:18-22, December, 1981.

The study explored whether a reading strategy could be applied to other media, if training in videotape comprehension was effective and if the skills acquired generalized to non-academic settings or similar media. The subjects of the study were twenty-three eight and nine year old children. Students were assigned to experimental or control groups on the basis of scores on criterion-referenced reading comprehension tests. Both groups viewed seven tapes with the experimental group receiving worksheets after the viewing. A comparison of pre-tests and post-tests revealed that: (1) both groups had internalized comprehension strategies from their reading instruction; (2) children's comprehension of televised material could be improved through classroom instruction; and (3) no conclusive evidence could be found that skills learned generalized to other settings. The author concluded that training in television comprehension would provide students with a strategy for processing information. This strategy would help students become more discriminating in their selections and more demanding of quality programs.

Dorr, Aimee, Brown, Sherryl, and Phelps, Erin, "Television Literacy for Young Children," Journal of Communication, 30:71-83, Summer, 1980.

Eighty-eight kindergarten, second and third grade children were the subjects of a study which examined children's ability to master a television literacy unit and apply skills learned in discussions about television's reality. The students were pre-tested on knowledge of reality and fantasy, television production and sources for evaluating the reality of television. Children were divided into three groups according to the unit utilized: (1) "industry" taught children about production; (2) "process" focused on evaluating television's content; and (3) "social reasoning" taught children role-taking skills. Six one-hour lessons were conducted which included viewing audio-visual material, group discussions, drawing, role playing, games and commentary by teachers. Results revealed that children who were taught the "industry unit" learned more about television production than the other two groups. Similarly, children who were taught "process" learned more about sources for evaluating the realism of television content than did children who were taught from other units. Lastly, there was no reported attitudinal changes in any group concerning race.

Rapacynski, Wanda, Singer, Dorthy G., and Singer, Jerome L., Teaching Television: A Curriculum for Young Children," Journal of Communication, 32:46-55, Spring, 1982.

Ninety-one kindergarten, first and second grade students were the subjects of a study undertaken to determine if a critical viewing curriculum developed for children in third through fifth grade could be successfully used with younger students if appropriate adaptations were made. The revised curriculum consisted of six, thirty to forty-five minute lessons. The topics included: (1) introduction to television; (2) how television programs were made, (3) fact and fantasy on television; (4) effects and special effects; (5) action and aggression on television; and (6) commercials. Pre-tests and post-tests were administered to assess the impact of the curriculum. Analysis of the scores revealed that children's understanding of television was significantly enhanced by the curriculum. Additionally, teachers reported that the lessons were not only enjoyed by the children but resulted in academic gains in language arts skills.

Lee, Barbara, "Prime Time in the Classroom," Journal of Communication, 30:175-180, Winter, 1980.

Over one thousand teachers, parents and students were interviewed to determine the success of television script reading. The interviews focused on the following: student and teacher benefits associated with script reading; most effective methods for using scripts; demographic related differences for script appeal; and the current extent and nature of parental involvement and how further support could be encouraged. Responses revealed that eighty percent of the teachers, seventy percent of the students and ninety-six percent of the parents stated that script reading increased student interest in and enjoyment of reading. Students reported that script reading prior to watching the program enhanced understanding of program content, resulted in deeper understanding of characterization and promoted greater understanding of the meaning of the story. Teachers reported that script reading could be utilized at varying reading levels and minority students were most enthusiatic about the program. Additionally, the survey revealed that scripts worked best when students acted out the scripts, when camera and stage directions were utilized and when students discussed the broadcast and compared the script with the program.

Kwiatek, Kathy, The Systematic Viewer: An Inquiry into the Existence of Schema in Television, Educational Resources Information Center, ED 218 633, Paper presented at the Annual Meeting of the Association for Education in Journalism, Athens, Ohio, July, 1982.

Sixty fifth graders were the subjects of a study undertaken to determine if frame of reference influenced the processing of information of television programs. The students were randomly assigned to four groups and asked to watch a television program. Subjects in two treatment groups were told that the program was for entertainment purposes while the remaining groups were told that the show was for educational use. Students in two groups were shown how to stop the tape while the remaining groups were told to pay attention since they would be expected to answer questions following the viewing. The results of the study indicated that the least mental effort was exerted by the no-stop/ entertainment group, while students scoring highest belonged to the educational/stop group. These findings revealed that additional effort resulted in higher levels of processing.

Corder-Bolz, Charles R., and O'Bryant, Shirley, "Teacher vs Program: Can People Affect Television?," Journal of Communication, 28:97-103, Winter, 1978.

The study was conducted to examine whether adult comments while viewing programs can influence children's learning and if such learning occurs irregardless of the type of program presented (entertainment vs educational). Thirty-one white children were the subjects of the study. Children in the experimental and control groups were pretested on knowledge and attitudes presented in a thirty minute segment of "Adam 12." The experimental group viewed the program with a teacher who made periodic comments while the control group watched the program in silence. Post-tests containing the identical questions on the pre-tests, plus additional questions which referred to the broadcast were administered to both groups immediately after the viewing and again, one week later. The scores revealed that the experimental group learned significantly more than the control group and scored higher on the delayed post-test. The results also indicated that adult intervention could influence the amount and accuracy of information which children acquire from broadcasts.

Korzeny, Sandra S., The Effect of Vicarious Reinforcement Upon Children's Use of Self-Verbalization in Decisions Regarding Television, Educational Resources Information Center, ED 207 503, Paper presented at the Association for Educational Communication and Technology Annual Convention, Philadelphia, Pennsylvania, 1981.

Sixty-six third grade students were the subjects of a study undertaken to determine if children could be taught to engage in decision making which would result in greater utilization of non-television activities. Children were assigned to treatment groups and one control group. Students in the treatment group received five, forty-five minute lessons which consisted of slide presentations of students engaged in decision making, guided discussions and student activity sheets. One treatment group viewed videotapes in which a model received positive consequences for choosing activities not related to television while the second treatment group's model received negative and positive consequences when selecting an activity other than television. Results of the pre-tests and post-tests (measures of viewing habits, self-verbalization, preferences for leisure activities, advocacy of selection of an alternate activity and recall of self-verbalization) indicated that positive reinforcement created a greater increase for preferences for non-television viewing activities. However, it could not be determined if this knowledge was transferred to actual situations, since viewing logs revealed that television viewing decreased for all groups because of the advent of summer vacation.

Rooney-Rebeck, Patricia, "Breaking the TV Habit," Momentum, 13: 46-47, May, 1982.

Rooney-Rebeck described a television intervention program developed at dePaul University for decreasing the television viewing habits of children who were considered "television addicts." Students' treatment consisted of an imposed two hours per day limit on television viewing. Additionally, children were given assistance in choosing activities which resulted in personal satisfaction. Active engagement in non-television activities was rewarded. In time, students found that these experiences were more enjoyable than a steady diet of television. The results of the program revealed that even the most avid television fans could be helped to overcome potentially detrimental television habits. The author concluded with an appeal for teachers to institute similar programs with their students.

THE ROLE OF THE HOME

PARENTAL CONTROL AND SUPERVISION OF CHILDREN'S TELEVISION VIEWING

Alexander, Alison, and Wartella, Ellen, "Estimates of Children's Television Viewing by Mother and Child," Journal of Broadcasting, 25:243-252, Summer, 1981.

Four hundred and twenty randomly selected second, fifth and eighth grade children were the subjects of a three week study undertaken to determine the consistency between children's diary estimates of television viewing and their mother's general estimates of their viewing. Students completed logs of their late afternoon and evening television viewing and both students and mothers estimated total viewing exposure. Results of the study revealed that there was a moderately strong positive relationship between children's general and diary estimates of viewing habits. However, a wide discrepancy existed between mother and child viewing estimates. The study revealed that the parental inaccuracy was not influenced by the number of television sets in the home, work outside the home or the number of siblings in the family.

Rossiter, John R., and Robertson, Thomas S., "Children's Television Viewing: An Examination of Parent-Child Consensus," Sociometry, 38:308-326, September, 1975.

The study examined parental control of children's television viewing. Two hundred and eighty-nine, first, third and fifth grade students served as the subjects. Telephone and personal interviews were conducted to gain information concerning children's television exposure, viewing supervision, co-viewing patterns and parent-child interaction. Results of the study revealed that parent and child reports showed considerable disagreement. Parents reported much lower viewing by children, stricter household rules governing viewing and greater parent-child interaction than the children reported. In addition, there was a consistent tendency for upper-class parents to exaggerate their reports. This suggested idealized reporting and a need to conform to socially desirable patterns.

Ganz, Walter, Television and the Surrogate Parent: Uses and Correlates of Television as a Babysitter, Educational Resources Information Center, ED 218 350, Paper presented at the Annual Meeting of the Association for Education in Journalism, Boston, Massachusettes, July, 1982.

Two hundred and sixty-six mothers of children between the ages of two and twelve were interviewed by telephone to determine: (1) mother's attitude about children and television; (2) amount of television the mother believed the child watched; (3) parental policies governing the child's use of television; (4) parental reasons for using television as a babysitter; and (5) frequency of use of television as a babysitter. The survey indicated that fifty-seven percent of the mothers felt that their children benefited from television. The average amount of daily television was reported to be three and a half hours. While mothers claimed to monitor their children's viewing, they did not report turning the television off when the child viewed too many programs. Over half the mothers reported using television as a babysitter in order for them to complete housework, relax or prepare meals. Less educated mothers tended to use television more often as a babysitter. Work or marital status had no bearing on television usage. Lastly, mothers of young children reported using television as a babysitter more often then mothers of older children.

Gross, Lynne, and Walsh, Patricia, "Factors Affecting Parental Control over Children's Television Viewing: A Pilot Study," Journal of Broadcasting, 24:411-419, Summer, 1980.

One hundred families in the Los Angeles area were the subjects of a study undertaken to investigate parental control over children's television viewing. Participants were interviewed by trained graduate students. The results of the study revealed that there was no relationship between education and income and parental control. The number of television sets in the home was the most crucial variable. Children were allowed to view more programs and have more control over the shows watched as the number of television sets increased. An additional finding was that parents who watched a great deal of television tended to have children who viewed excessive amounts. Parents had more control over the television viewing habits of younger children. Children of one parent homes watched less television than children who lived with both parents. Lastly, parents exercised more control over girls' television viewing habits than boys'.

Fry, Donald L., and McCain, Thomas A., Controlling Children's Television Viewing: Predictors of Family Television Roles and Their Relationship to Family Communication Patterns, Educational Resources Information Center, ED 193 696, Paper presented at the Annual Meeting of the Association for Education in Journalism, Boston, Massachusettes, August 9, 1980.

Telephone interviews were conducted with three hundred and thirty-seven parents to determine the television rules parents used to regulate their children's viewing, social indicators which accounted for differences in family television rules and the relationship between family communication patterns and television rules. The authors found that parents voiced concern about restricting programs of questionable content and their child's interpretation of broadcasts. However, there was a tendency for parents to be less restrictive for older children than for younger children. The number of children in the family predicted restrictiveness with an increase in supervision as the number of children in the family increased. Additionally, the greater the number of viewing rules parents had, the more restrictive the parent was in regulating a child's viewing. Lastly, there was no relationship between family communication patterns and levels of restrictiveness.

Moles, Oliver, Family Interaction and Television Viewing: Studies of Low Income and Minority Families, Educational Resources Information Center, ED 208 875, Paper presented at the Annual Meeting of the American Educational Research Association, Los Angeles, California, April 15, 1981.

Moles surveyed empirical research which focused on two subjects: (1) effects of parents and siblings on program selection; and (2) parental discussion and family interaction while co-viewing. The studies compared low income and minority families with others. The author found that: (1) children from low income families watched more television than other children; (2) there was less parental control of children's viewing in low income families; (3) interactions during viewing suggested that mothers of low income families would benefit from parent instruction in techniques and strategies to mediate television's influence on children; and (4) television viewing of up to four hours per day by Hispanic children supported educational achievement as it fostered language development and acculturation.

Surlin, Stuart H., Parental Control of Children's Television Viewing Behavior: Support for the Reverse Modeling Theory, Educational Resources Information Center, ED 157 122, Paper presented at the Annual Meeting of the International Communication Association, Chicago, Illinois, April 25, 1978.

Two hundred and eighty-four adults were the subjects of a study undertaken to substantiate the "reverse modeling theory" whereby children's media use influenced their parents' utilization of the medium. Through telephone interviews, the following information was solicited: (1) whether television advisory systems influenced parental control over household viewing; (2) television content considered offensive; (3) method used in selecting programs; and (4) amount of daily viewing. Respondents were grouped according to education and whether there was at least one child in the family. Results of the study supported the reverse modeling theory for low educational households through the following findings: (1) lack of concern over television violence resulted in little parental control over viewing; (2) television schedules and guides ranked low in priority as the major method for selecting programs was children flipping the channels; (3) television sets were left on longer in families with children; and (4) presence of children resulted in more television viewing.

Mohr, Phillip, "Parental Guidance of Children's Viewing of Evening Television Programs," Journal of Broadcasting, 23: 213-228, Spring, 1979.

The study investigated parental guidance of children's television viewing during and after the family viewing period, children's and parent's perception of guidance and parental demographic differences which influenced guidance. Questionnaires were administered to five thousand one hundred and sixty-seven children and their parents. Results revealed that eighty-five percent of the parents reported no guidance on the sixty-eight programs listed on the questionnaire. Parental age and sex had no bearing on providing guidance. However, black parents reported more positive guidance while white parents reported more negative guidance. Parents of fourth and fifth grade pupils provided positive guidance for children whereas younger children were provided with more negative guidance. Lastly, highly educated parents provided negative guidance while parents without a college education reported more positive guidance.

Herald, Gary R., "Television Viewing Guides and Parental Recommendations," Journalism Quarterly, 57:141-144, Spring, 1980.

One hundred and fourteen families were the subjects of a study which examined whether parents would utilize guides depicting appropriate programs for children if such guides were available. Children and parents were interviewed concerning their families' routine viewing habits. Weekly television guides were then mailed to parents for a period of six weeks. Three sets of guides were distributed: (1) a list of antisocial programs with suggestions to discourage viewing; (2) a list of prosocial shows with a recommendation to encourage viewing; and (3) a combined list of antisocial and prosocial programs with appropriate directions. Parents were unaware of the researchers' intention to investigate whether the guides would be utilized. At the end of the study, children were once again interviewed on their viewing. Responses indicated that television programs were monitored when parents received guides which either encouraged or discouraged the viewing of specific television programs. Viewing guides which both encouraged and discouraged the viewing of broadcasts received little use.

PARENT'S INFLUENCE IN MEDIATING THE NEGATIVE EFFECTS OF TELEVISION

Walling, James I., "The Effect of Parental Interaction on Learning from Television," Communication Education, 25:16-24, January, 1976.

Thirty first grade students were the subjects of a study which examined the relationship between parental interaction and learning from television. Subjects were assigned to three groups: (1) interaction with parents during viewing; (2) no interaction during viewing; and (3) control group who viewed no television during the study. Mothers of the interaction group received instruction on positive interaction during routine viewing. Ten days later, the children were interviewed and asked to complete questions which focused on story plot. The responses revealed that children who interacted with their parents were better able to complete problems which parallelled those they had seen on television than children who did not interact or viewed no television at all.

Cohen, Akiba, and Gavriel, Solomon, "Children's Literate Television Viewing: Surprises and Possible Explanations," Journal of Communication, 29:156-163, Summer, 1979.

The five week cross-cultural study was undertaken to determine the extent to which accumulated television viewing enhanced the development of particular mental skills. One hundred and sixty American, middle-class children and eighteen Israeli, middle-class children responded to questionnaires which solicited information on the amount of television viewed and the quality of literate (extracting information from coded messages) viewing. Results indicated that while American children watched more television, Israeli children scored higher in literate viewing. It was determined that intelligence scores, academic achievement, parental occupation and education and the difficulty level of the questions weren't related to literate viewing. However, two factors accounted for the difference: (1) Israeli children watched more television with their parents and were exposed to expectations which favored serious viewing. This resulted in the exertion of more mental effort while viewing television; (2) Israeli programs were uninterrupted since there was only one channel. The authors speculated that commercials interferred with the processing of information and channel switching (commonly reported in the U.S.) implied a desire for immediate gratification which resulted in shallower processing and lower literate viewing.

Corder-Bolz, Charles R., "Mediation: the Role of Significant Others," Journal of Communication, 30:106-118, Summer, 1980.

The author described four recent studies which examined adult involvement in children's television viewing. It was found that mediation by an adult greatly enhanced the instructional value of television programs when the program was tailored to the child's level of development. Parents could reduce negative sex-role stereotyping through providing appropriate comments. Additionally, parents influenced the negative impact of televised violence through discussing socially desirable behavior while co-viewing. The author concluded that parents could help children organize their lives and establish priorities by encouraging purposeful viewing. Adult verbalized reactions and evaluations of television content become internalized in children and the skills and experiences would be transferred to their own viewing behavior.

Potter, Rosemary Lee, "School/Parent Participation Through TV Workshops," Media and Methods, 16:70,72,74, October, 1979.

Potter described the Parent Participation TV Workshop developed by Teacher's Guides to Television. The major goal of the program was to foster communication between parents and children through co-viewing quality television programs. Each year, the workshop selected ten programs. Once the television programs were viewed, teacher volunteers lead discussion groups by providing thought provoking questions. Results indicated that the program was successful. Over thirty percent of the parents contacted became involved in the program and attended the sessions regularly. In addition, it was reported that the workshops resulted in increased student motivation to read the stories.

O'Bryant, Shirley L., and Corder-Bolz, Charles R., "Tackling the Tube with Family Teamwork," Children Today, 7:21-25, May/June, 1978.

O'Bryant and Corder-Bolz reviewed recent research which focused on children and television viewing. They found that the home was the most influential institution in controlling the potential negative effects of television. The authors stated that: (1) parents should model proper television viewing habits; (2) the medium should not be used as a reward or punishment since that placed too much emphasis on the value of television; (3) parents should provide informative comments, praise and criticism of program content while co-viewing; (4) television program selection should be planned weekly with children participating in the decision making; and (5) television content should be critically evaluated and used as a springboard for family discussion

Brown, Mac H., and Sinek, Kevin, "Television and the Family: Alternatives and Options," Kappa Delta Pi, 5:60-61, December, 1978.

The authors stressed that television was a neutral force which could have negative or positive effects depending upon how individuals utilized it. Viewed excessively and without purpose, the medium could disrupt family life and adversely affect children and adults. Viewed selectively and purposefully, television could be a positive force. Accordingly, the authors summarized suggestions from interviews for successfully utilizing the medium. (1) Don't use television as a babysitting device. (2) Involve children in activities that bring the family together. (3) Choose programs carefully in order to establish a rational approach to television usage. (4) Establish a time for family viewing. (5) Establish family meetings to discuss the programs to be viewed as well as other family concerns. (6) Plan activities that offer meaningful alternatives to excessive viewing. The authors concluded that selective viewing could eventually result in the cancellation of poor programs. More importantly, it would help children become productive shapers of their lives.

Lull, James, "Choosing Television Programs by Family Vote," Communication Quarterly, 26:53-57, Fall, 1978.

Seventeen middle-class, midwestern families were the subjects of a study undertaken to "investigate the nature of verbal interaction and interpersonal influence operating within families as they selected television programs for group viewing in their homes." (p. 53) The subjects were given a packet of six index cards with three program alternatives printed on each card. They were then instructed to discuss the programs and choose the shows which would be viewed as a family. The tape recorded conversations revealed that family position played an important role in the selective process. Parents were the most influential participants, followed by older children. Children in the three to twelve years range were likely to be overruled when programs were chosen as a family. The study also showed that children were more active as preference givers while parents offered more information during the discussions.

Potter, Rosemary Lee, "Summer TV: It's All in the Family," Teacher, 96:21-32, May/June, 1979.

Potter described activities for parents to use during summer vacations which reinforced the practice of basic skills. (1) Encourage a child to read about a subject that interested him on television. (2) Have children write letters of appreciation and criticism for network offerings. (3) Use TV Guide as a reference work, allowing children to look up and read the program summaries. Use these summaries as a basis for choosing what programs will be watched. (4) Have children watch the news for locating interesting places to visit on weekend trips. Potter concluded with a list of television parenting tips. Some included: take time to preview programs, finding the best; turn off rubbish; exercise limits; ask and answer questions in order for children to think about television and its message; encourage the viewing of quality programs; and encourage occassional "no TV" nights.

SUMMARY

Stastics have revealed that students are exposed to a great deal of television. King found that the television set remained on fifty-three hours a week in the homes of preschoolers. Busch reported that second and third graders watched approximately thirty-four hours of television each week. Busch further stated that intermediate students were the heaviest consumers of television, reporting an average of fifty hours of viewing per week. Browne found that black children viewed even greater amounts of television, with twenty-six percent of the students reporting more than sixty-four weekly hours of viewing.

The above figures are significant because many research studies have indicated that children's television viewing was negatively related to academic performance. Lehr found that watching television affected the development of reading skills. Freeman-Towner agreed with this contention and stated that television was negatively related to reading improvement and the development of work-study skills. Lastly, Hornick maintained that television viewing affected long term reading skills growth.

Research which focused on television viewing and reading indicated that amount of viewing was a key factor when determining the relationship between viewing and reading. Zuckerman, Singer and Singer found that light to moderate television viewing did not interfere with the development of reading skills. However, Neuman and Prowda maintained that students who watched more than four hours of television daily scored lower in reading compared to

those who viewed less television. In addition, Starkey and Swinford reported that better readers watched less television. Larrick's work appeared to explain this finding. She stated that excessive viewing led to an overabundant use of the visual, affective, right hemisphere of the brain. This resulted in children experiencing difficulty in reading activities. Wagner found that the fast paced imagery of television contributed to the problems children encountered in making critical judgments on information.

Reaearch has indicated that television viewing may affect children's leisure reading. Neuman found that heavy television viewers chose lower quality books for their leisure reading. Morgan agreed and maintained that students who viewed excessive amounts of television engaged in heavier reading during adolescence but chose reading material that was qualitatively different. Additionally, their reading was associated with significant lower comprehension.

Research which focused on television viewing's relationship to overall academic achievement again revealed that time was a crucial aspect. Fetler found that achievement was enhanced for daily viewing of up to three hours. Williams, Haertel and Haertel reported that light to moderate viewing had a positive influence on achievement. However, academic achievement diminished and became progressively worse as viewing time reached thirty-five to forty hours. Rubenstein supported this, finding that heavy television viewing was negatively related to academic performance.

Guthrie maintained that this relationship was not affected by residence.

Morgan and Gross found that IQ scores declined as television viewing increased. They stated that this pattern was stronger for boys than for girls, and more so for boys whose fathers did not attend college. A study by Risley, Cooper and Chance revealed that IQ scores were negatively related to the number of comedy and mystery/adventure shows watched. They also found that children's higher IQ ratings were positively associated with parental supervision of television viewing. Lastly, Gadberry reported that Performance IQ scores could be improved through quality parent-child interaction combined with decreased television viewing.

Some authors have contended that the schools bear a responsibility to equip children with the skills necessary to moderate the negative effects of television viewing. Brown declared that literacy that was limited to print script was inadequate for today's children. He maintained that educators must counter-act television's potential adverse effects with guided, structured use of the medium. Ward agreed with this and stated that schools must help students develop the skills which enabled them to understand television programs and maximize the benefit of viewing the medium. She also stated that parental involvement was a major ingredient for the success of educational programs. Foster related that education was the only means through which students would elect to view moderate amounts of selected TV

with understanding and appreciation. Herndon supported this view and added that schools must help children approach the medium with a critical mind.

Finn stated that educators could choose from three intervention strategies when developing programs which combat the deleterious effects of intense viewing. However, Finn believed that the promotion of critical television viewing skills was the most desirable approach. The United States Office of Education seemed to agree, as Potter (1979e) reported that the USOE offered contracts to elementary and secondary schools to develop curriculum materials for the development of critical viewing skills. Lloyd-Kolkin described the final projects. The Center for the Book of the Libray of Congress also supported this approach for Withrow described the agency's critical viewing programs which sought to help students develop viewing standards which would result in the selective use of the medium.

Articles in professional journals revealed that some authors and educators were active in the support for the promotion of selective, purposeful television viewing. Wimmer developed and described a classroom activity that helped students become active consumers of the medium. Kahn (1979) described two specific curriculum approaches which promoted the development of critical viewing skills. Similarly, Anderson related some of the skills which could be taught in a critical television viewing curriculum based on developmental needs.

Anderson maintained that wide-spread curriculum development

would not be realized until state officials provided financial resources, industry produced and marketed instruction materials and teachers received pre-service and in-service training. Ploghoft addressed this topic and stated that the promotion of television viewing skills was contingent on the belief that the skills were necessary components for the development of language proficiency.

Some authors who were concerned about guiding the amount and nature of children's viewing indicated that educators must approach this endeavor with caution. Abelman stated that curricula packages which promoted critical viewing would not be successful if they were not geared toward children's cognitive sophistication and communicative abilities. Sirota related that schools must be aware of the difficulties involved in developing television skills for the implementation would require a reenculturation process for teachers and students.

Many authors who support the development of purposeful, selective viewing habits promoted its establishment through varied strategies which could be integrated within the regular school curriculum. Rankin, Roberts and Steenland suggested that students should make charts and graphs of their viewing behavior which would reveal current viewing patterns. Winnick and Wehrenberg offered lessons which encouraged children to become "thinkers" in regard to television programs. Shorr asserted that lessons should be taught which stressed student knowledge of the symbols and techniques of visual communication as well as the

nature of the television industry.

Stecher advocated an approach which emphasized that television was not a mysterious creation. Potter (1979d) described similar lessons which sought to dissipate the glamour and enchantment of television through exposure to television production facilities and contact with individuals who worked within the industry. Potter (1982) also described activities for identifying conflict and plot in programs, evaluating favorite programs, interpreting mood and emotion in programs (1979b), studying characterization and utilizying television scripts for program analysis (1980). Acquainting children with television reference materials was another strategy suggested by Potter (1976).

Ittelson described the Prime Time School Television program which produced instructional packages for lessons on outstanding television programs, specials, unusual television events and regular series'. Kahn (1980) reviewed the National Education Association's projects which sought to inform teachers of quality programs which should be recommended to students. Lastly, Quisenberg described a television workshop which acquainted teachers with aspects of television which could be addressed in the classroom.

Some researchers have undertaken studies which assess the effectiveness of television programs. Gill's informal study revealed that children could be helped to realize that excessive viewing prevented participation in many stimulating activities. Singer, Zuckerman and Singer found that children could learn that

they could be in charge of their television viewing. This realization resulted in a substantial decrease in the subjects' television viewing. Braverman reported that instruction in pictorial elements could be successful. Mangieir's study indicated that listening skills could be improved. Crowell found that training in videotape comprehension was effective. Dorr, Browne and Phelps reported that children could become knowledgeable about television production and the sources for evaluating the realism of television content.

Rapacynski, Singer and Singer found that young children's understanding of television could be significantly enhanced through a critical viewing curriculum. Lee reported that older children benefited from script reading through greater and deeper understanding of program content, characterization and meaning of the story. Kwiatek discovered that children exerted more mental effort when they perceived a program to be educational in nature. Corder-Bolz and Bryant reported that teacher comments while co-viewing programs could enhance knowledge and attitudes gained from television. Korzeny found that children were more likely to choose non-television activities when they witnessed the application of postive reinforcement for that choice. Lastly, Rooney's work revealed that a television intervention program could decrease the television viewing habits of children who were considered television addicts.

Parental supervision and control of children's viewing was a topic addressed in professional literature. Alexander and Wartela

found that a wide discrepancy existed between mother's estimates of children's viewing and the child's estimates. He found that the child's estimates were more accurate in relation to actual amounts of television viewed. Rossiter and Robertson's study revealed similar results with parents reporting lower amounts of television viewing and stricter rules governing viewing than those reported by children.

Ganz's survey revealed that over fifty percent of the mothers interviewed used television as a babysitter, with less educated mothers using television more often in order to complete housework. Gross and Lynn found that the most crucial variable affecting parental control over children's television viewing was the number of television sets in the home. They also found that parents had more control over the television viewing habits of younger children than older children. Fry and McCain supported this and stated that there was a tendency for parents to be less restrictive of the viewing of older children.

Moles found that there was less parental control of children's viewing in low income families. Surlin supported the finding for his study revealed that children's media use influenced their parent's utilization of the medium. Mohr related that race influenced the method in which parents guided children's viewing. He found that blacks encouraged the viewing of appropriate shows while whites reported that their guidance was in the form of discouraging the viewing of inappropriate programs. Lastly, Herald found that guides which offered suggestions as to which programs

children should watch or not watch would be utilized by parents if they were available.

Research has revealed that parents could be influential in mediating the negative effects of television viewing. Walling reported that positive interaction by mothers while watching programs with children could result in greater learning from television. The Cohen and Gavriel study revealed that co-viewing and parental expectations which encouraged serious viewing created more literate television viewing through children exerting greater mental effort. Corder-Bolz concluded that parental comments and evaluations of program content could result in internalized strategies which promoted purposeful viewing. Potter (1979a) described the Parent-Participation TV Workshop which encouraged co-viewing of quality television programs.

O'Bryant and Corder-Bolz found that the home was the most influential institution in controlling the negative effects of television viewing. Accordingly the authors offered suggestions for informing parents of their responsibility to children and advising them to model proper television viewing behavior. Brown and Sinek agreed on the importance of the home and recommended that families choose programs carefully, establish a time for family viewing and plan meaningful activities that offered alternatives to excessive viewing. Lull's study gave some indication of the factors underlying family program selection which should be useful to families in making the selection process more democratic. Lastly, Potter (1979c) suggested that parents should

help children think about television and its message and encourage occassional "no-television" nights.

CONCLUSION

The research revealed an apparent need to encourage students to view moderate amounts of selected television programs. Statistics indicated that students view excessive amounts of television. Many research studies showed that excessive exposure to television hindered educational development. Additionally, some research studies found that moderate amounts of television viewing were associated with academic achievement whereas heavy television use negatively affected educational growth.

The school emerged as an important influence in equipping children with the skills necessary to moderate the negative effects of excessive television viewing. Various programs, methods and strategies have been developed which encourage students to become discriminating viewers. Some of these programs entailed the addition of another course of study to elementary programs while other methods and strategies could be easily integrated within the existing curriculum.

Researchers have attempted to assess the effectiveness of various educational methods and strategies in order to ascertain the best means for educating students about television. While the results of the studies appear encouraging, the paucity of the literature indicated that there is a need for additional work on this topic. Further research should provide teachers with better

direction as they help students develop skills which result in more appropriate television usage.

While the schools are an important element in encouraging students to view moderate amounts of selected television, research indicated that the family bears responsibility in achieving this objective. Consequently, cooperation between the home and the school appeared crucial for the realization of the goal. Educators must inform parents of their influential role and measures which moderate the negative effects of television viewing. Parents must supervise children's television viewing and be receptive to the school's suggestions.

Educator's face a great challenge in implementing the proposed program. Knowledge, interest, enthusiasm, perseverance and commitment, coupled with professional responsibility should result in teachers responding to the challenge.

RECOMMENDATIONS

It is recommended that:

1. Elementary teachers assume responsibility for providing a planned program which encourages students to view moderate amounts of selected television programs;
2. Elementary teachers inform parents of television viewing's potential negative impact on children and the home's influential role in moderating these effects;
3. Parents assume responsibility for supervising children's television viewing in order to prevent excessive exposure;
4. Researchers investigate educational programs in order to ascertain the most effective methods for developing discriminating consumers.

"APPENDIX"

Appendix A

Sources for Material and Information

ABC World of Learning
1330 Avenue of the Americas
New York, New York 10019

CBS Television Program
51 West 52nd Street
New York, New York 10019

Channel: Critical Reading Skills
Educational Activities Inc.
P.O. Box 392
Freeport, New York 11520

Cultural Information Service
P.O. Box 92
New York, New York 10156

Educational Broadcasting Corp.
WNET Channel 13
356 West 58th Street
New York, New York 10019

Far West Laboratory for Educational
Research and Development
1855 Folson Street
San Francisco, California 94103

Films Incorporated
Movie Strip Division
50 Ridge Avenue Extension
Cambridge, Massachusettes 02140

Goodyear Publishing Company
16405 5th Street
Santa Monica, California 90401

Movie Scriptreader Program
50 Ridge Avenue Extension
Cambridge, Massachusettes 02140

National Council for Children and
Television
20 Nassau Street
Suite 215
Princeton, New Jersey 08540

National PTA TV Action Center
700 North Rush Street
Chicago, Illinois 60611

Prime Time School Television
120 South La Salle Street
Chicago, Illinois 60603

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, New Jersey 97632

Dr. Jerome and Dr. Dorthy Singer
Yale University Family
Television Research and Consultation Center
New Haven, Conneticut 06511

Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

Teachers Guides to Television
699 Madison Avenue
New York, New York 10021

Television Brochure
International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, Delaware 19711

TV Comprehension Program
Educational Patterns, Inc.
63-110 Woodhaven Boulevard
Rego Park, New York 11374

Television Reading Program
Capital Cities Communication, Inc.
4100 City Line Avenue
Philadelphia, Pennsylvania 19131

The Way We See It: Instruction in
Critical Receivership
N. Craig Ashton
Idaho Falls School District #91
Idaho Falls, Idaho 83401

Appendix B

The Balance Sheet: A Laymen's Guide to TV Viewing*

If you want to judge TV programs for children keep the following in mind:

A Program is Desirable if it:

- Aids the child in understanding himself and others.
- Aids the child in developing suitable ideas, values and beliefs.
- Promotes the growth of interests, enriches play, and adds to the child's information
- Presents experiences suited to the child' s degree of maturity.
- Promotes language development, employs clear, correct, and interesting conversation or discussion.
- Provides enjoyment and is related to wholesome interest, play and other activities.
- Fosters appreciation of well-written and well-illustrated materials. Stimulates wide reading.
- Fosters an understanding of the world and of the child's responsibility for growing up to be an informed and responsible citizen.

Judge a program undesirable if it:

- Encourages passivity rather than participation.
- Is only exciting and emotionally disturbing; shows excessive torture, terror and punishment.
- Is prejudiced, unrealistic and presents people as stereotypes.
- Glamorizes crime, greed, cruelty and other undesirable qualities.
- Presents trivial experiences that add nothing to a child's knowledge.
- Uses an unsuitable vocabulary, one that is too difficult or too easy; employs faulty grammar, vulgarity,silly slang and nonsense words.
- Distorts reality; encourages the child to become fearful, insecure, dependent, and uncooperative.
- Portrays situations that are too mature to be understood or so infantile as to be absurd.
- Is boring (really good children's fare is almost always interesting to adults as well).

A further checklist for evaluating children's programming:

- Does the program appeal to the audience for whom it was intended?
- Does the program present racial groups positively and does it show them in situations that enhance the third world child's self-image?
- Does the program present social issues that are appropriate for the child viewer and perhaps are something a child can act on at a child's level?
- Does the program present conflict that a child can understand and does it demonstrate positive techniques for resolving conflict?
- Does the program encourage values, ideals, and beliefs that you consider worthwhile?
- Does the program separate fact from fantasy?
- Does the program stimulate constructive activities and does it enhance the quality of a child's play?
- Does the program present humor at a child's level?
- Has your child seen an appropriate amount of television for the day? Is it time to turn the set off?

*This guide appeared in: Making Television Educational: A Resource Booklet on Utilizing Television in Classrooms, by Brian Penman, Educational Resources Information Center, ED 158 785, Ontario Secondary School Teacher Federation, Toronto, 1976.

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